THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■

ORGANISATIONAL BEHAVIOUR (MG130)

Course duration: 54 hours lecture and class time (Over three weeks)

Summer School Programme Area: Business and Management

LSE Teaching Department: Department of Management

Lead Faculty: Dr Cécile Emery and Dr Uta Bindl (Dept. of Management)

Pre-requisites: None. However, some knowledge of psychology or management is recommended.

Aims of the Course

1. To introduce students to psychology theories and research at individual, group and organisational levels;

2. To help students understand organisational behaviour and management practices by examining psychological principles;

3. To facilitate a critical evaluation of organisational practices and their impact on work behaviours, attitudes and performance.

Learning Outcomes

1. To understand the main theories of Organisational Behaviour;

2. To be able to analyse how these theories and empirical evidence can help to understand contemporary organisational issues;

3. To apply theories to practical problems in organisations in a critical manner.

The approach taken in this course will expose students to psychological theories that will enable them to gain insight into behaviour in organisations. The use of case studies will provide students the opportunity to apply theories to real life organisational issues and analyse the contributions and limitations of relevant theories. The course is ideally suited to those who wish to develop a critical understanding of human behaviour in organisations.

Topics Overview

WEEK 1

Lecture 1: Introduction to the Course, Personality and Individual Differences
- How does personality affect employee attitudes and job performance? Should organisations use personality tests to decide whether to hire job applicants?

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Lecture 2: Motivation and Rewards
- Why do individuals work? How can employees be motivated to achieve higher levels of performance? Is pay an effective motivator?

Lecture 3: Intrinsic Motivation and Job Redesign
- What makes work itself motivating and rewarding? How can organisations create jobs that are meaningful to employees?

Lecture 4: Perception, Cognition and Decision Making
- How do biases arise in decision making? What happens when our attitudes are not consistent with our behaviours? How do attributions for people's behaviours influence decision making?

Lecture 5: Well-being at Work
- What impact do employee emotions and emotional intelligence have on important organisational outcomes? Why do individuals 'burn out' at work? What is emotional labour, and what are its repercussions?

WEEK 2

Lecture 6: Psychological Contracts
- What types of relationships do organisations want with employees? Do organisations break promises to employees? Why is justice important to individuals? Is fairness equally important to all employees?

Lecture 7: Group Dynamics and Teams
- How do group norms develop in groups? Why do individuals conform to group norms? What are cohesive groups and are cohesive groups better than diverse groups?

Lecture 8: Leadership
- What is leadership? How can leaders be more effective? Is there one best leadership style? Do men and women have different leadership styles?

Lecture 9: Power and Politics in Organisations
- Why are some individuals or groups in organisations more powerful than others? Why do some supervisors abuse their power? Why are some organisations more 'political' than others, and what are the consequences of politics for individuals in the organisation?

Lecture 10: Creativity and Innovation in Organisations
- What does creativity and innovation look like in organisations? How can organisations encourage creativity and innovation in their workforce?

Lecture 11: Social Networks
- What is a social network? Why it is important to be well-connected? Can groups with specific network structures perform better than others?

Lecture 12: Culture in Organisations
- How does organisational culture develop? How and why do organisations differ in their culture? How do individual and organisational culture influence behaviour and performance?

Course Structure

36 lecture hours

18 class hours

2 examination hours

Teaching and Learning

The format of the course is a combination of lectures, case discussions and readings. We will be using the following teaching methods:

i) Lectures;

ii) Readings from textbook and supplementary readings;

iii) Case studies (video and hardcopy).

Class Aims

Class sessions will be devoted to the analysis of a case study or the discussion of a class question, which will permit students to exercise their critical judgment in terms of the theories as they apply to understanding behaviour in organisations. Students are expected to actively participate in class discussions to facilitate their learning and that of their classmates.

Required Course Reading

The course will draw on one recommended textbook as a general background reading:

Robbins, S.P. and Judge, T.A. (2015). *Essentials of Organisational Behaviour* (13th Global Edition). Harlow, Essex: Pearson.

In addition, students will be supplied with one core required reading as well as two supplemental readings for each topic, on the first day of lectures. They will also receive lecture slide material and case studies prior to each relevant session.

Method of Assessment

Summative Assessment

The grades for the course will be computed from the components as follows:

Class Participation   15%

Group Presentation   25%

Final Exam   60%

Class Participation

Full preparation for each class is essential. On Day One we will discuss how students will need to prepare for lectures and classes.

Below is the framework for assigning marks to class participation. A mark will be assigned to each student after each class, and averaged out at the end of the course to provide an overall seminar class mark. Students who are absent due to illness will receive a mark based only on the number of sessions for which they were present, as long as the class teacher is notified *beforehand* of the absence and any absences of two or more consecutive classes are substantiated by a doctor's note.

Evaluation	Marks received	Contribution made to class activity / discussion
Excellent	80 to 100	Evidence of thorough preparation for activity / discussion. Shows familiarity with content of all of the assigned readings. Student has gone beyond course readings to search for relevant material (e.g., industry examples, news stories). Successfully makes connections across lecture topics and synthesizes ideas. Clearly demonstrates awareness of contextual issues relevant to the topic. Shows independent thought with regard to analysis of a particular topic.
Good	60 to 80	Evidence of preparation for activity / discussion. Shows familiarity with content of most of the assigned readings. Likely to have gone beyond course readings to search for relevant material (e.g., industry examples, news stories). Attempts to make connections across lecture topics and to synthesize ideas. Some awareness of contextual issues relevant to the topic.

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Satisfactory	40-59	Some evidence of preparation for the activity / discussion, but student is unlikely to have completed the assigned readings. No attempt made to go beyond course content to seek out additional, relevant material. Little evidence of attention paid to contextual issues relevant to the topic.
Unsatisfactory	0-40	Little to no evidence of preparation for the activity / discussion. Student demonstrates little familiarity with the assigned readings. Nature of contribution to discussion may not be relevant to the specific context of the topic. Or, student is absent / does not participate in discussion.

Group Presentation

A 15-minute group presentation (and printed version of their slides) based on the first week's work will constitute 25% of the assessment. Groups will be formed and presentation topics assigned during Week 1. Presentations will take place in class on Day 8 and should make use of some form of visual aid (e.g., PowerPoint slides). Students will receive verbal feedback in class immediately following the presentation, and marks at the end of Week 2.

Specifically, as a team, you will be asked to apply the organisational behaviour concepts to a real case (a specific organisation). Your team must choose one topic from Week 1. Drawing upon research and theories, you will be asked to discuss how that particular topic applies to this case. For example, assuming that a team chooses the OB topic of 'Motivation', that team would discuss how a specific company, for instance, Google, applies in practice different theories of motivation. The objectives of this assignment are four-fold:

(1) to demonstrate mastery of theories and concepts introduced on MG130,

(2) to apply those theoretical concepts to a practical case,

(3) to experience working in a diverse team, and

(4) to deliver a highly effective group presentation.

Below is the framework for assigning marks to group presentations across different quality criteria. Overall, these add up to 100, and the score of 100 will constitute the overall mark for the group project.

Criteria for the Group Presentation	Marks allocated
Subject Knowledge Was the team knowledgeable of its OB-topic (i.e., explained the main concepts and main theories clearly)?	50

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Criteria for the Group Presentation	Marks allocated
Synthesis and Soundness Does the presentation bring together relevant literature/theory to address the real-life situation?	30
Clarity of structure Is the presentation well organised and logically constructed?	10
Visuals and Presentation Style Was the visual support good (slides visually appealing, good balance text/visuals, appropriate density of text/visuals on each slide)? Did the team, as a whole, give a good presentation (i.e., clear and audible communication styles, professional approach, good eye contact with the audience, ability to take questions)?	10

Final Examination

Students will be required to sit a 2-hour final examination on Day 15. Details of the final exam will be discussed on the first day and preparation will take place throughout the three weeks of the course. The precise time and location of the exam will be circulated during the programme.

Formative (practice) assessment

Practice Group Presentation

Practice presentations will take place in class on Day 6, with verbal feedback provided immediately following the presentation. Instructions for the practice presentations will be discussed during the lecture session on Day 3. The practice presentation will consist of preparing and presenting to the class an introduction of their chosen case (organisational context), as well as an outline of how they overall plan to apply and discuss the chosen OB topic in the context of this case.

Mock Exam

A mock exam will take place during the final hour of the lecture session on Day 10. Students will have one hour to answer an exam-style question, and will receive written feedback from class teachers and an indicative grade on Day 12. The mock exam topics and instructions for this exercise will be announced in the lecture on Day 7.

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WEEK ONE

Day 1 – Lecture 1: Introduction to the Course, Personality and Individual Differences (Dr. Uta Bindl)

The lecture will introduce students to the study of organisational behaviour, and provide an overview of theories of personality and individual differences. Issues related to measuring personality will also be discussed.

Required Reading:

Barrick, M. R., Mount, M.K., & Judge, T.A. (2001). Personality and performance at the beginning of the new millennium: What do we know and where do we go next? *Personality and Performance*, 9(1/2), 9-30.

Recommended Background and Supplemental reading:

Robbins & Judge Chapters 1 (What is Organizational Behavior) and 5 (Values and Personality)

Erez, A., & Judge, T. A. (2001). Relationship of core self-evaluations to goal setting, motivation, and performance. *Journal of Applied Psychology, 86*, 1270-1279.

Judge, T. A., & LePine, J. A. (2007). The bright and dark sides of personality: Implications for personnel selection in individual and team contexts. In J. Langan-Fox, C. L. Cooper, & R. J. Klimoski (Eds.), *Research companion to the dysfunctional workplace: Management challenges and symptoms* (pp. 332-355). Cheltenham: Edward Elgar.

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Day 2 – Lecture 2: Motivation and Rewards (Dr. Uta Bindl)

The lecture will provide an overview of content theories (*what* motivates workers?) and process theories (*how* do workers become motivated?) of work motivation. Particular attention will be paid to how employers can use both financial and non-financial rewards to inspire higher levels of performance from employees.

Required Reading:

Kerr, S. (1995). On the folly of rewarding A, while hoping for B. *Academy of Management Executive*, *9*(1) 7-14.

Recommended Background and Supplemental reading:

Robbins & Judge Chapters 7 (The Basics of Motivation) and 8 (Applied Motivation)

Marsden, D., & Richardson, R. (1994). Performing for pay? The effects of merit pay on motivation in a public service. *British Journal of Industrial Relations, 32*, 243-261

Sanchez-Runde, C. J., & Steers, R. M. (2003). Cultural influences on work motivation and performance. In L. W. Porter, G. A. Bigley, & R. M. Steers (Eds.), *Motivation and work behavior* (7th ed., pp. 357-374). London: McGraw-Hill.

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Day 3 – Lecture 3: Intrinsic Motivation and Job Redesign (Dr. Uta Bindl)

The lecture will focus on the difference between intrinsic and extrinsic motivation. Particular attention will be paid to how employers can design jobs in ways that are motivating in and of themselves.

Required Reading:

Humphrey, S. E., Nahrgang, J. D., & Morgeson, F. P. (2007). Integrating motivational, social, and contextual work design features: A meta-analytic summary and theoretical extension of the work design literature. *Journal of Applied Psychology*, 92, 1332-1356.

Recommended Background and Supplemental reading:

Robbins & Judge Chapter 8 (Applied Motivation)

Cerasoli, C. P., Nicklin, J. M., & Ford, M. T. (2014) Intrinsic motivation and extrinsic incentives jointly predict performance: A 40-year meta-analysis. *Psychological Bulletin*, 140(4), 980-1008.

Druskat, V. U., & Wheeler, J. V. (2004). How to lead a self-managing team. *Sloan Management Review*, 45(4), 65-71.

Day 4 – Lecture 4: Perception, Cognition and Decision Making (Dr. Cécile Emery)

The lecture will describe different models of decision making in organisations, and provide an overview of various cognitive 'shortcuts' used by decision makers.

Required Reading:

Hammond, J. S., Keeney, R. L., & Raiffa, H. (1998). The hidden traps in decision making. *Harvard Business Review*, *76*(5), 47-58. https://hbr.org/2006/01/the-hidden-traps-in-decision-making

Recommended Background and Supplemental reading:

Robbins & Judge Chapter 6 (Perception and Decision Processes)

Keil, M., & Mähring, M. (2010). Is your project turning into a black hole? *California Management Review*, *53*(1), 6-31. http://www2.comm.virginia.edu/CMIT/activities/Keil%20-%20Black%20Hole.pdf

Mellers, B. A., & Locke, C. C. (2007). What have we learned from our mistakes? In W. Edwards, R. F. Miles, Jr. & D. von Winterfeldt (Eds.). *Advances in decision analysis: From foundations to applications* (pp. 351-374). New York: Cambridge University Press.

Day 5 – Lecture 5: Well-being at Work (Dr. Uta Bindl)

The lecture will examine the impact that employee emotions and emotional intelligence can have on important organisational outcomes such as satisfaction, tenure and performance. We will also discuss how individuals deal with stress and burnout at work. The prevalence and ramifications of emotional labour will also be discussed.

Required Reading:

Barsade, S. G., & Gibson, D. E. (2007). Why does affect matter in organizations? *Academy of Management Perspectives*, *21*(1), 36-59.

Recommended Background and Supplemental reading:

Robbins & Judge Chapter 4 (Emotions at Work)

Hülsheger, U. R., & Schewe, A. F. (2011). On the costs and benefits of emotional labor: A meta-analysis of three decades of research. *Journal of Occupational Health Psychology, 16*(3), 361-389.

Podsakoff, N. P., LePine, J. A., & LePine, M. A. (2007). Differential challenge stressor-hindrance stressor relationships with job attitudes, turnover intentions, turnover, and withdrawal behavior: a meta-analysis. *Journal of Applied Psychology, 92*(2), 438.

WEEK TWO

Day 6 – Lecture 6: Psychological Contracts (Dr. Cécile Emery)

This lecture will examine the nature and types of relationships employees may develop with their organisation drawing upon social exchange. The lecture will examine how positive and negative relationships develop and the consequences of each for the employee and organisation. A specific focus of the lecture will be on psychological contracts in organisations (what employees and employers promise to exchange as part of the relationship). A model of contract breach and violation will be presented and the lecture will examine the consequences of contract breach and violation for employee attitudes and behaviours.

Required Reading:

Robinson, S.L. & Morrison, E.W. (2000). The development of psychological contract breach and violation: A longitudinal study. *Journal of Organizational Behavior*, *21*, 525-546.

Recommended Background and Supplemental reading:

Bordia, P., Restubog, S.L.D., Bordia, S, & Tang, R. (2010). Breach begets breach: Trickle-down effects of psychological contract breach on customer service. *Journal of Management*, 36(6), 1578-1607.

Conway, N., & Coyle-Shapiro, J. (2012). The reciprocal relationship between psychological contract fulfilment and employee performance and the moderating role of perceived organizational support and tenure. *Journal of Occupational and Organizational Psychology*, *85*(2), 277-299.

Day 7 – Lecture 7: Group Dynamics and Teams (Dr. Cécile Emery)

Team work is an essential element of most modern organisations. This lecture will examine fundamental processes in how teams and groups function; cohesiveness, norms, conflict and speaking up. It will also discuss the benefits and problems of cohesive groups; are diverse groups more effective? What are the advantages and disadvantages of self-managing teams?

Required Reading:

Harrison, D.A., Price, K.H., & Bell, M.P (1998). Beyond relational demography: Time and the effects of surface and deep-level diversity on workgroup cohesion. *Academy of Management Journal*, *41*, 96-107.

Recommended Background and Supplemental reading:

Robbins & Judge Chapters 10 (From Groups to Teams) & 11 (Key Group Concepts)

Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly, 44*, 350-383.

Jehn, K.A. (1995). A multimethod examination of the benefits and detriments of intragroup conflict, *Administrative Science Quarterly*, *40*, 256-282

Day 8 – Lecture 8: Leadership (Dr. Uta Bindl)

This lecture explores the nature of leadership in terms of how individuals effectively build agreement to shared goals and courses of action and facilitate organisational movement toward the achievement of these goals. In particular, we highlight theory and research that accounts for how leaders acquire and exercise social influence in a manner that contributes to their credibility and the motivation of their followers.

Required Reading:

Kotter, J. (1990). What leaders really do. *Harvard Business Review*, *68*(3), 103-112.

Recommended Background and Supplemental reading:

Robbins & Judge Chapter 12 (Leadership & Trust)

Ayman, R., & Korabik, K. (2010). Leadership: Why gender and culture matter. *American Psychologist*, *65*(3), 157.

Kellerman, B. (2007). What every leader needs to know about followers. *Harvard Business Review*, *85*, 84-91.

Day 9 - Lecture 9: Power and Politics in Organisations (Dr. Uta Bindl)

This lecture will examine the sources of power, its uses and abuses. Particular attention will be paid to the causes and consequences of organisational politics.

Required Reading:

Chang, C.H., Rosen, C.C., & Levy, P.E. (2009). The relationship between perceptions of organizational politics and employee attitudes, strain, and behavior: A meta-analytic examination. *Academy of Management Journal, 52*, 4, 779-801.

Recommended Background and Supplemental reading:

Robbins & Judge Chapter 13 (Power and Organizational Politics)

Bozionelos, N. (2008). When the inferior candidate is offered the job: The selection interview as a political and power game. *Human Relations, 58*, 1605-1631.

Cialdini, R.B. (2001) Harnessing the science of persuasion. *Harvard Business Review, 79*(9), 72-79.

Day 10 – Lecture 10: Creativity and Innovation (Dr. Uta Bindl)

Creativity is defined as the ability to produce work that is both novel (i.e., original, unexpected) and appropriate (i.e., useful, adaptive concerning task constraints). In modern and knowledge-based economies, employee creativity has a major role to play in organisation. This lecture explores how organisations facilitate employee creativity and – ultimately – innovation.

Required Reading:

Amabile, T. M., Hadley, C. N., & Kramer, S. J. (2002). Creativity under the gun. *Harvard Business Review, 80*(8), 52-61.

Recommended Background and Supplemental reading:

Robbins & Judge Chapter 6 (Perception & Decision Making – section on Creativity)

Amabile, T., Conti, R., Coon, H., Lazenby, J., & Herron, M. (1996). Assessing the work environment for creativity. *Academy of Management Journal, 39*, 1154-1184.

Sutton, R. I., & Hargadon, A. (1996). Brainstorming groups in context: Effectiveness in a product design firm. *Administrative Science Quarterly, 41*, 685-718.

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WEEK THREE

Day 11 - Lecture 11: Social Networks (Dr. Cécile Emery)

In this lecture, we are introduced to current research in the area of social network analysis in order to improve our understanding of how an effective network structure looks. We discuss how perceptions of social networks as well as actual positions in these networks improve leadership effectiveness.

Required Reading:

Krackhardt, D., & Hanson, J. R. (1993). Informal Networks: The company behind the chart. *Harvard Business Review*, 71(4), 104-111.

Recommended Background and Supplemental reading:

Casciaro, T. & Lobo, M.S. (2005). Competent jerks, lovable fools and the formation of social networks , *Harvard Business Review*, June 2002.

Prusak L., Cross R. (2002). The People Who Make Organizations Go--or Stop. *Harvard Business Review*, June 2002.

Day 12 - Lecture 12: Culture in Organisations (Dr. Uta Bindl)

This lecture explores organisational culture and addresses how cultures are developed in organisations. We will also discuss the strength of an organisation's culture and their effect on individual and organisational performance.

Required Reading:

Hewlin, P. F. (2003). And the award for the best actor goes to….facades of conformity in organizational settings. *Academy of Management Review, 28*, 633-642.

Recommended Background and Supplemental reading:

Robbins & Judge Chapter 16: Creating and Sustaining Culture

Chatman, J. (1991) Matching people and organizations: Selection and socialization in public accounting firms. *Administrative Science Quarterly, 36*, 459-484.

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Sorensen, J.B. (2002). The strength of corporate culture and the reliability of firm performance. *Administrative Science Quarterly*, *47*, 70-91.

Day 13: Revision classes

Day 14: ---

Day 15: Final Examination

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Credit Transfer: If you are hoping to earn credit by taking this course, please ensure that you confirm it is eligible for credit transfer well in advance of the start date. Please discuss this directly with your home institution or Study Abroad Advisor.

As a guide, our LSE Summer School courses are typically eligible for three or four credits within the US system and 7.5 ECTS in Europe. Different institutions and countries can, and will, vary. You will receive a digital transcript and a printed certificate following your successful completion of the course in order to make arrangements for transfer of credit.

If you have any queries, please direct them to summer.school@lse.ac.uk